

Assessment Report

Prepared for: Sample Report

Date:



Supervisory Skills

Questionnaire
Fourth Edition

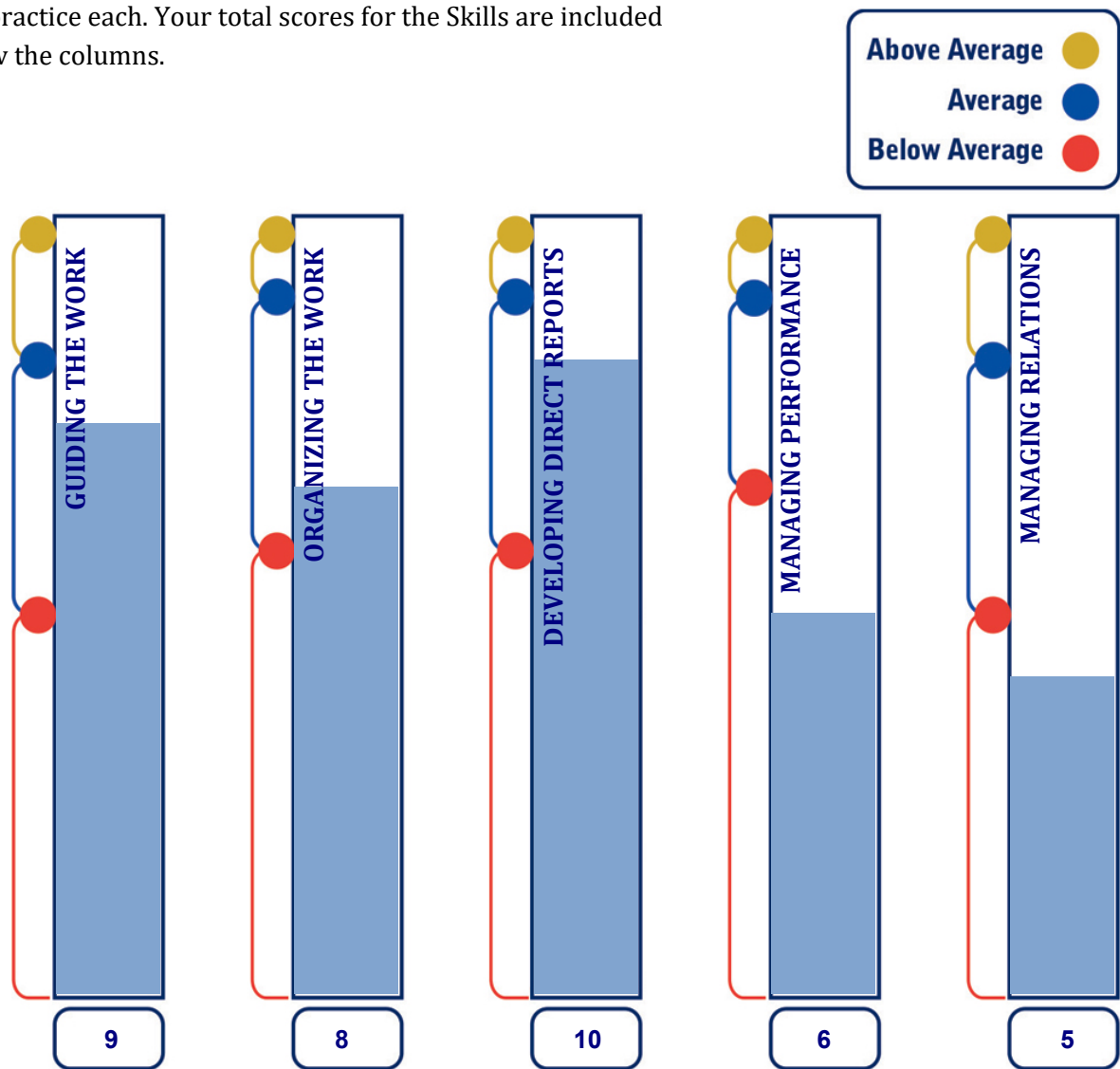
Introduction

A supervisor is akin to a pivotal cog in a complex, multi-faceted system. Although it is part of a greater whole, its movements trigger other wheels and have far-reaching effects. In other words, your supervisory behavior has a profound impact on your employees, your relationships with other groups, and, of course, the results achieved by your work group.

Supervisory Skills Questionnaire is designed to serve as the starting point for improving your effectiveness and impact as a supervisor. In the online assessment, you evaluated 30 situations that you could encounter in your role and indicated how you would likely react in each. The responses you selected provide deeper insight into how you supervise. Your results from the assessment have been automatically calculated and inserted into the diagram on the next page.

Supervisory Skills Profile

The diagram below presents the five Supervisory Skills as columns, with the shaded bars illustrating the degree to which you practice each. Your total scores for the Skills are included below the columns.

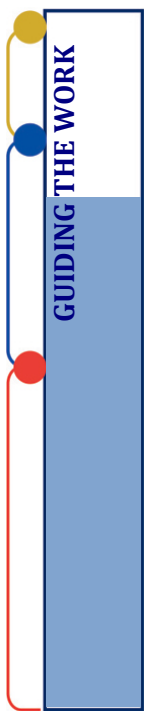


Interpreting Your Results

In the Supervisory SkillsProfile, each column ranges from 0 to 12, reflecting the minimum and maximum possible total scores for each Skill. The profile allows you to compare your scores across the five Supervisory Skills, as well as see where your scores stand relative to other respondents'. The Skills are divided into three ranges: Below Average, Average, and Above Average. These ranges are determined by aggregating the scores of others who have taken the assessment and calculating the overall average for each Skill.

It can be helpful to see how we as individuals compare with others on skills related to supervision. Keep in mind though that the goal is always to improve personal performance, regardless of whether our individual scores are average, below average, or above average.

Guiding the Work



This Supervisory Skill involves translating the direction of the organization into actionable plans for the work group.

As a supervisor, you are responsible for knowing and understanding the goals of the organization and directing the work to meet those goals. Organizational demands can sometimes get lost in the day-to-day efforts to fulfill your group’s needs, but it’s important for your view of work to be broader than the scope of your employees. By creating and committing to concrete plans, you begin the critical process of carrying out the organization’s vision through employee actions.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into the behaviors that are characteristic of this score range; please note that they may not all necessarily describe you.

Score	Range	Interpretation
9	Average	You have reasonably solid directing and planning skills. In general, your work group’s plans are specific, concrete, and in sync with organizational goals, though they can be vague or divergent at times. You tend to involve your direct reports when planning work, yet you may not do so consistently. You are fairly decisive, though you sometimes delay decisions to gather more information.

Organizing the Work



This Supervisory Skill involves assigning the right people to the right tasks and providing necessary resources to meet work goals.

Even the best made plans require careful attention as work progresses; as a supervisor, you need to constantly assess priorities, assign tasks, and deal with unexpected challenges. As with Guiding the Work, this Skill should be geared toward achieving the overall goals of the organization. However, a crucial aspect of Organizing the Work is meshing those goals with employees’ own objectives and needs.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into the behaviors that are characteristic of this score range; please note that they may not all necessarily describe you.

Score	Range	Interpretation
8	Average	You are fairly competent at handling task assignments, setting priorities, and allocating resources. In general, you can solve unexpected problems and adjust to changing priorities, though you may not always involve employees in the reorganization process. You may occasionally show favoritism, fail to assign responsibility for necessary tasks, or hesitant to seek out others’ expertise.

Developing Direct Reports



This Supervisory Skill involves knowing and actively working to increase the skill level of each employee being supervised.

Your employees are your key to success. By developing them further, you help the organization succeed, both now and in the future. Your ability to develop direct reports is based on having a strong knowledge of them as individuals. You need to understand each one’s unique strengths, abilities, and personality, and then assign tasks according to their development needs.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into the behaviors that are characteristic of this score range; please note that they may not all necessarily describe you.

Score	Range	Interpretation
10	Average	You are moderately skilled at delegating work and juggling employees’ development needs with other priorities. You know your direct reports fairly well, though sometimes you treat them as a group rather than as individuals. You tend to delegate work that develops their skills, yet at times you complete the work yourself or do not provide clear expectations.

Managing Performance



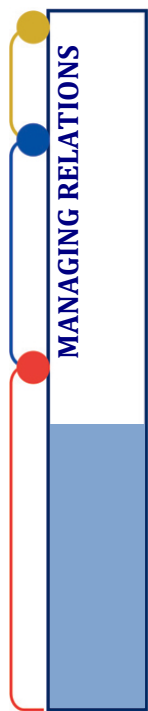
This Supervisory Skill involves removing the obstacles to better performance so employees can meet their own and the organization’s objectives.

As with Developing Direct Reports, your ability to carry out this Skill successfully depends on your knowledge of your employees. The most effective way to manage performance is to talk individually and often with direct reports. Performance problems are inevitable, and when they happen, you and the employee should agree how the performance has fallen short of expectations and then commit to improving it. The best management occurs when employees feel involved in and committed to tracking their own progress.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into the behaviors that are characteristic of this score range; please note that they may not all necessarily describe you.

Score	Range	Interpretation
6	Below Average	You likely find it challenging to manage employees’ performance and deal with related problems. You rarely assess direct reports’ performance, offer feedback, or provide coaching. When handling a problem, you may become emotional or judgmental and fail to specify how an employee’s behavior has been lacking or what needs to improve.

Managing Relations



This Skill involves developing and maintaining good relationships with other groups so that the work group and the organization meet their goals.

Your work group doesn't operate in a vacuum; it's surrounded by other groups, both internal and external, that affect its work. Learning how to manage relationships with these groups is critical if you want to acquire necessary resources and ensure that your employees have the freedom to complete their work. When collaborating with other groups, it's best to focus on organizational goals and view them as partners in trying to achieve those goals.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into the behaviors that are characteristic of this score range; please note that they may not all necessarily describe you.

Score	Range	Interpretation
5	Below Average	You have difficulty judging when and how to work with other groups. You likely do not keep other groups well informed about your plans or have strong relationships with other supervisors. You may try to acquire resources by complaining about your group's situation, and you tend to accept or turn down requests without thinking about the impact on the overall organization.

Understanding the Assessment

This section presents the situations in the online assessment, grouped by the Supervisory Skill that they measure. Your response to each situation is indicated by a checkmark.

Guiding the Work

1	Your boss just gave you a new project. It seems important to the organization from what you know about it, but it means a lot of work for your group and you are having a hard time seeing a big benefit for them. You are about to meet with your group. How would you handle this meeting?
✓	A Think hard about what might be positive to your employees about the project and sell the project on that basis.
	B Be honest with your employees about your lack of support for the project, but make it clear that the project must be completed.
	C Explain the importance and the benefits of the project for the organization and tell your employees it must be completed.
6	A new piece of equipment is about to be delivered to your site. You are excited about the prospects for increased efficiency. You and your boss have kept it under wraps until now so that people would not get their hopes up. But now it is time to tell your employees. How would you tell them?
	A Tell your employees how excited you are about the new equipment and that you are sure they share your enthusiasm.
	B Prepare detailed plans and specifications for the equipment so your employees will use it effectively. Introduce the equipment by giving them the plans and explaining how to use the equipment.
✓	C Get your employees together and ask them how they think they could make the best use of the new equipment.
11	You have been asked to make a decision in an area where you don't have a lot of experience. You feel that everyone is waiting to evaluate your decision. How do you make this decision?
	A Put off making the decision until you are sure you have the information to make a quality decision.
	B Make a gut decision quickly and don't worry about making mistakes.
✓	C Gather information from knowledgeable people quickly and then act decisively.
16	A project your group received about three weeks ago seems stalled even though your group knows it's important to your best customer. You decide to have a talk with your group about what the problem is. How would you start the discussion?
✓	A Tell your group that you need to know what's going on with the project. Tell them you will accept whatever changes they suggest.
	B Start by stating clearly that this project must be completed. Then discuss their expectations for completion and yours.
	C Tell the group that the project is now a top priority and give them a completion date.

21

Your group has come to you with a request to turn a spare room into a lounge area that would make their work life more pleasant. It would not cost very much. You ran it by management and they turned it down because they felt it would interfere with getting work done. You know people are going to be upset. How would you handle this situation?



A

Explain management's position fully and state clearly that the request has been denied.

B

Get more details from the employees on why they made the request and go back to management with the new information.

C

This is not a costly request. Grant the request for your employees' sake, but don't make it public.

26

You are really hoping to succeed on your latest assignment. The last project you did went way over budget and this could be the one to redeem you. You really don't want to make a mistake. You decide to submit a plan to your manager. What would the plan look like?

A

A detailed plan with an agreement to stop work on the project on a certain date if things don't go as planned.



B

A general plan so you can change direction if things don't go as planned.

C

An ambitious plan that proves that you are confident you can get the work done.

Organizing the Work

2

Your boss has just told you to drop everything for a new project. It is clear that he or she is serious, but you cannot possibly meet all of your deadlines if you take on this new project. What would you do?



A

Discuss your other project deadlines with your boss and ask him or her if you should drop the other projects.

B

Put the project first on your list because your boss probably has good reason for giving this project priority.

C

Rearrange the other projects as best you can, but do not miss the deadlines for your other commitments.

7

A senior manager has asked you to drop everything to complete a project for him or her. You cannot get it done without missing other commitments. What would you do?



A

Shift your priorities to accommodate his or her needs. A person in this position usually knows what the priorities of the organization are.

B

Tell him or her about your prior commitments and that you will have to shift priorities to fulfill the request.

C

Discuss with your own boss how to juggle assignments to satisfy the senior manager.

12

You have a series of tasks that need to be accomplished using technology you are not completely familiar with. Your employees, however, have a good grasp of the technology. You have to organize who does what work on the tasks and when. What would you do?



A

Learn enough about the technology to discuss it with your employees and then work with them to organize the work.

B

Let your employees decide independently who does what and when.

C

Set the work assignments yourself, relying on your knowledge of your employees.

17

You are overseeing a long-term project. Things seem to be going okay, except that the employees are complaining about who does what part of the project. You could reorganize the work to give them a change.



A

Find out what their concerns are and, if changing would improve productivity, do it.

B

The employees know best what will work. Have faith in them to decide how to organize the work.

C

There really is no reason to change if the work is going okay. Change at this point will just slow down the project.

22

You have appointed one of your people as the leader for a project, but it is clear that another employee is really seen as the leader by the group. The project is progressing well, but it worries you that the leadership is not where you want it to be. What would you do?

A

Make it clear to the group who the leader is and who you support. Don't tolerate other sources of leadership.



B

Appoint the leader who has the group's support as the formal project leader.

C

Don't interfere.

27

You have a mountain of papers on your desk and very little time. There's no way you can attend to everything. One of the papers is a handwritten note from one of your employees saying he or she is quite upset about a mistake on his or her paycheck. The mistake seems pretty minor to you. How would you react?

A

Attend to it immediately. It won't take that much time and you know it is important to the employee.



B

Put it aside until you have completed work on matters that directly impact the actual work of the group.

C

Fix it when all of your other paperwork is completed. This is a minor problem.

Developing Direct Reports

3

You have decided that you must delegate a task that you have been handling yourself. Now you have to decide who to assign it to. You are not on a tight deadline for this task, but it is important that it's done right. Who will you delegate to?

A

Give it to the person in your group who is most qualified to get it done and who has the skills to do it.

B

Ask for a volunteer so you know he or she is willing to do the work.



C

Assign it to a person whose development would be furthered by completing the task.

8

You and your group are already quite busy and now you have been given another assignment with a tight deadline. You know that your employees could handle it with some assistance, but there have been mistakes in the past and this really needs to be done right. What would you do?

A

Get past the time crunch by handling this one yourself, but make sure you delegate a similar task when the time crunch is over.



B

Delegate the task to your employees, but spend a little extra time helping them through it.

C

Let your employees handle this one on their own.

13

You have decided to let one of your employees take over responsibility for one of your tasks. You are confident the employee understands the job, but you want to make sure the transition goes smoothly. How would you handle the transition?

A

Tell the employee exactly how to do the job and stick with the employee as he or she does it.



B

Describe the exact results you expect and set up a regular meeting to discuss progress.

C

Let the employee watch you do the work.

18

You have a desirable project that you want to pass on to one of your employees because it would really help him or her develop. This employee is the only one who is capable at this point of taking on the project. What would you do?

A

Don't give the employee the project because this would show favoritism. Do the work yourself.



B

Give the employee the project and look for other opportunities for other employees consistent with their developmental needs.

C

Give everyone a shot at the project and assume that the employee you prefer to handle the project will naturally outperform the others.

23

One member of your group is known for his or her organizational skills. He or she is particularly good at getting the routine filing and paperwork completed. Another member of your group has suggested that you assign all of the paperwork to the organized employee. What would you do?

A

Assign the work to the organized employee. It suits his or her skills.

B

Rotate the paperwork so that everyone has responsibility for all of it at some time.



C

Spread the paperwork around so that no single employee does all of it.

28

You believe that one of the people you supervise has the potential to be promoted, but that person lacks confidence in his or her abilities. How would you build his or her confidence?

A

Give the employee a challenging assignment that you are sure he or she can complete with some effort.

B

Give the employee an easy assignment and then praise him or her when the assignment is completed.



C

Praise the employee publicly each time he or she completes an assignment.

Managing Performance

4

You are conducting a performance review of a person you know could be doing better. The employee acts shocked that you are questioning his or her performance. How do you respond?



A

Let the employee know that you expect the best from everyone, including him or her.

B

Give the employee specific examples of where his or her performance could have been better and then move on to how to improve performance.

C

Make clear to the employee how his or her performance has been lacking. Continue to make this point until the employee admits that he or she needs to improve performance.

9

You have an employee who is unfocused. He or she tends to socialize a lot and it is starting to bother other employees. How would you handle this situation?

A

Talk with the employee informally. Make your expectations for results clear and ask what he or she could be doing to meet those expectations.

B

Start the formal discipline process now in hopes of making an impact on his or her behavior.



C

Tell the employee clearly that the constant socializing is unacceptable and you expect him or her to find a way to be productive.

14

An angry employee rushes into your office and starts complaining about something you do not view as urgent. This is not the first time this has happened. How do you handle the discussion?

A

Let the employee talk it out for as long as it takes.



B

Let the employee talk but limit the discussion to specifics and don't let him or her jump from topic to topic.

C

Don't encourage the employee. Tell him or her that this is unproductive behavior and you do not have the time to handle the complaints at this time.

19

You have an employee who generally performs well but continues to make minor mistakes that don't affect the work very much. The employee acknowledges his or her mistakes and seems genuinely sorry, but does not seem able to change. How would you handle this employee?

A

Let it go. The mistakes are not affecting the work of the group.



B

Tell the employee to correct the mistakes. Give him or her a time period to improve. If there is no improvement, resign yourself to the minor mistakes.

C

Give an ultimatum. If the employee does not improve, begin disciplinary actions.

24

One of your employees is a gloom spreader. Actually this employee is productive, but he or she gets everyone upset by spreading rumors and complaining about everything. What would you do?

A

Ask the employee for specific complaints and then ask him or her directly what both of you can do to resolve those complaints.

B

Take the first step in disciplinary action. This kind of complaining can really hurt the productivity of the group and has to be stopped.



C

If possible, transfer the employee out of the department.

29

One of your employees is always just a little bit late completing his or her assigned tasks. It hasn't really affected the work, but it annoys others. What would you do?

A

Schedule a formal performance review meeting with the employee and document it.



B

Tell others in your group to work around it. It is only a minor problem.

C

Have a short, informal meeting in which you tell this employee about the impact of the problem and discuss solutions.

Managing Relations

5

Your group has been having a hard time getting work done on time because it sorely lacks the necessary resources. You have decided to talk to your boss about this situation. What strategy would you use in your conversation with the boss?

A

Present your boss with a complete list of everything you might need. With some luck, you will get at least some of your requests.



B

Make a short list of what you need, but one that will really give your group the newest and best items available.

C

Make a list of the items you think have a chance of being approved because of their effect on efficiency.

10

A lot of new technology has been installed in your area recently. Now there appears to be technical problems that are holding up the work of your group. How would you handle this?

A

Let the technical experts in your organization deal with it. This is not your specialty.

B

Ask the technical experts in your organization to explain the technology in general terms as they fix it and give you tips to deal with problems in the future.



C

Become completely familiar with the technology so that you have the knowledge to fix problems within your own group.

15

You have been having problems getting work done by another department. They never seem to have what you need when you need it. What would be your first step to try to improve the situation?

A

Plan your work well in advance and let the other supervisor know what kind of assistance you need.



B

Assign one of your employees to attend the other department's weekly meetings and keep them informed of your group's needs.

C

Talk to your boss about getting the other department to be more cooperative.

20

Another supervisor has asked you to help out in a busy time by taking on some of his or her work. You know you will need this supervisor's help in the future, but right now your group is really backed up. How would you handle the request?

A

Accept the extra work so that your relationship with the other supervisor does not suffer.

B

Don't accept the extra work because your first priority has to be your own employees.



C

Find out what the priority of the other supervisor's work is to the overall organization. If it is urgent, shift your priorities to help out.

25

You have loaned one of your employees to another department. Everything seemed to be fine until a performance issue came up. The employee came to you to tell you that the other supervisor wants a performance meeting with him or her. What would you do?

A

Allow the other supervisor to deal with the performance issue. It is his or her responsibility for the time being.

B

Sit in on the performance meeting to support your employee.



C

Find out exactly what the performance issue is with the employee and then conduct the meeting yourself with input from the other supervisor. This employee still reports to you.

30

You have been blindsided quite a few times recently by changes in the organization that you didn't know about but other supervisors did know. Your group is starting to get upset. What would you do?

A

Ask your boss to keep you better informed about what is happening.

B

Make an effort to get to know other supervisors and talk to them about what is happening.



C

You'll never know everything. Teach your people how to react quickly to unexpected changes.

We hope you found the information in this assessment a useful step on your journey towards better understanding yourself and those with whom you interact. *Supervisory Skills Questionnaire* is one of a wide range of assessments offered by HRDQ on topics as diverse as emotional intelligence, leadership, listening, conflict, communication, teamwork, influence, personal style, time management, and more.

Assessments are available for individual purchase at

<http://www.hrdqstore.com/HRDQ-Assessment-Center-Online-Self-Study-Registration.html>

For organizations, we offer the same tools for administration via the HRDQ Assessment Center. For more information, please visit <http://www.hrdqstore.com/HRDQ-Assessment-Center-Portal-Credits.html>

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